

Spring 1-15-2006

# ENG 1002G-016-039-043: Composition and Literature

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## ENGLISH 1002G— SYLLABUS / Spring 2006

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**Required Texts:** Writing Essays about Literature, 10<sup>th</sup> ed., Edgar V. Roberts  
Exploring Literature, 2<sup>nd</sup> ed., Griffith  
The Blair Handbook, 4<sup>th</sup> ed., Fulwiler/Hayakawa.

### **Course Objectives:**

English 1002G is a **writing centered** course, the purpose of which is to introduce you to the principal literary genres—poetry, fiction, and drama. During the semester you will be expected to write and revise often in and out of class, to complete readings as assigned, to participate in class discussions and peer groups, and to **complete all assignments on time**. After successfully completing this course, you will have a broader understanding and appreciation of the genres, and you will be able to write competent essays on all three genres.

The minimum writing requirement for this course is 5000 words and will include work done both in and out of class. Essays will be evaluated according to the “Guidelines for Evaluating Writing Assignments in EIU’s English Department.” NOTE: As part of EIU’s Core Curriculum, 1002G will be graded A, B, C, or NC (no credit). A grade of NC is not figured into a student’s GPA, but the student who earns a grade of NC must re-take the course.

### **Required Materials:**

Since all essays must be typed, you will be wise to invest in a flash drive to save and back up your work. You will also need two folders/organizers—one in which to keep handouts, returned work, etc., and one in the designated color in which to keep your Journal/Study Sheets.

### **Class Policy:**

You will contract for the grade you want to receive in this course. Since our focus will be on revising/rewriting, not just fixing errors, each letter grade has a different set of requirements. Your essays will receive written and verbal evaluation from me at all stages of development, but your letter grade will already have been determined by your signed contract. If you do not fulfill the specifications of the letter grade for which you have contracted, you will drop to the grade for which requirements have been fulfilled.

### **Contract Terms:**

For an A, you must:

1. meet course attendance requirements (see attached policy).
2. make sure that all drafts and rewrites meet with the specifications of the assignment and conform to the basic writing requirements (see Guidelines for Evaluating Writing Assignments in EIU’s English Department).
3. rewrite all three essays.
4. submit ALL (19) Journal/Study Sheets.
5. attend one session of each of the three writing workshops.
6. score at least an 85 on all three exams.

For a B, you must:

1. do the same as for an A.
2. do the same as for an A.
3. rewrite two out of three essays.
4. submit 15 Journal/Study Sheets
5. attend one session in two of the three writing workshops.
6. score at least 75 on all three exams.

For a C, you must:

1. do the same as for A and B.
2. do the same as for A and B.
3. rewrite one out of three essays.
4. submit 11 Journal/Study Sheets.
5. attend one session in one of the three writing workshops..
6. score at least 60 on all three exams.

For any contracted grade, each revision **must have a ten-sentence (minimum) cover letter** reflecting the points that you were advised to revise, suggestions acted upon, reasons for all revisions, the process used, and the most difficult part of revision. I will look at your papers a maximum of three times each—the initial submission and two revisions (if two are necessary).

I will keep records of your rewrites, attendance in class and workshops, and your completed Journal/Study Sheets. Attached to this syllabus, you will find a form for keeping track of your progress—please keep accurate records. As your instructor, I have the right to decide if a rewrite is complete and in compliance with the assignment. You may need to rewrite several times to fulfill your contract. If you have contracted for an A but your revisions contain serious errors, I have the right not to accept those revisions as sufficient and subsequently drop you down to the next contracted grade. At such time, we will discuss your options.

We will spend considerable time discussing just what a rewrite or revision is. As the semester progresses, the process will become clearer to you as you move toward your contracted goal.

### **Research Component**

For each paper you will prepare a Works Cited page that will contain at least three entries—the literature source (story, drama, poem bibliography information) and two additional sources. You must use at least two outside sources that you will find at [www.looksmart.com](http://www.looksmart.com). If your sources are found elsewhere, you must include a copy of your entire source with your paper submission. Your papers will be written using the MLA format and should be three pages in length.

### **Attendance**

Regular attendance is essential. You will have four personal days for the semester. If you miss a day, **it is your responsibility to contact a classmate to find out what you missed and/or what changes might have been made in our schedule.** A missed day does not give you permission to turn work in late. A scheduled EIU function—i.e. sports or academic club-sponsored event—is not counted as a personal day, but I must be notified about such situations one class period before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis. **If you miss more than 4 (four) personal days, you will receive an NC for the course.**

### **Plagiarism**

Note: The English department's statement concerning plagiarism.

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of language, ideas, and/or thoughts of another author, and representation of them as one's original work" ([Random House Dictionary of the English Language](#))—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.

### **Disabilities**

"If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of Disability Services (581-6538) as soon as possible.

### **Writing Center**

The Writing Center (WC) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems, and you should not expect to take an essay there to be proofread and corrected before it is submitted for grading. You can expect the WC staff to help you find and eliminate specific problems.

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

## Course Work

WEEK #1	INTRODUCTION TO THE COURSE AND EXPLANATION OF CONTRACT GRADES—Diagnostic writing
WEEKS #2-#6	FICTION SECTION  “The Story of an Hour”—67 “A Rose for Emily”—467 “The Lesson”—916 “Desiree’s Baby”—938 “A & P”—267 “Everyday Use”—682
WEEK #7	WRITING WORKSHOP CONFERENCES
WEEKS #8-#11	DRAMA SECTION  <u>Trifles</u> —979 <u>Oedipus Rex</u> —711
WEEK #12	WRITING WORKSHOP CONFERENCES
WEEKS #13-end	POETRY SECTION Two Poetry definition poems, Handout “Stopping by Woods on a Snowy Evening,” Robert Frost—Handout “Out, Out—,” Robert Frost—1149 “Mid-Term Break,” Heany—288 “My Papa’s Waltz,” Roethke--297 “Barbie Doll,” Piercy—14 “Ex-Basketball Player,” John Updike—972

NAME

Contracted Grade

**GRADE SHEET**

**PAPERS:**

PAPER #1 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

PAPER #2 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

PAPER #3 \_\_\_\_\_ REVISED \_\_\_\_\_ NOT REVISED \_\_\_\_\_

**JOURNAL/ STUDY SHEETS:**

POETRY \_\_\_\_\_ FICTION \_\_\_\_\_ DRAMA \_\_\_\_\_

**EXAM:** POETRY \_\_\_\_\_ FICTION \_\_\_\_\_ DRAMA \_\_\_\_\_

**EXTRA CREDIT POINTS:** \_\_\_\_\_

**WRITING WORKSHOPS ATTENDED AND DATES:**

WORKSHOP #1 \_\_\_\_\_ WORKSHOP #2 \_\_\_\_\_ WORKSHOP #3 \_\_\_\_\_

**CONTRACT**

I, \_\_\_\_\_ (Print), am contracting for a letter grade of \_\_\_\_\_ for English 1002, Spring of 2006. I have read the contract requirements and understand them and the syllabus.

Signed, \_\_\_\_\_

## Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback